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(Manual for Teaching Blind Persons)

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PREFACE

The contents of this manual may provide a guide for teaching the specific skills involved in the area of homemaking. This index of activities can comprise an outline which the teacher can use in evaluating what the client can and cannot do.

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**Lillian Rosenbaum, of the Community Services for the Visually Handicapped in Illinois, as a member of the Committee on Manuals of the Mid-America Conference of Rehabilitation Teachers, has spent many hours in reviewing and commenting on the manual.

**The Beth-El Braille Group in Omaha has contributed many hours in Brailleing the manual.

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I. PHILOSOPHY

The newly blinded individual living at home who is responsible for household maintenance may exhibit one or several emotional reactions. Faced with the prospect of continuing blindness, the person often is fearful of bodily injury or fearful of failure. The client may be confused in her own environment, frustrated in the attempt to do the simplest task, and, as a result, may lack confidence in any of her own abilities. Some newly blinded individuals have previously formed stereotyped concepts of blind people as being inferior or strange. These emotional reactions prevent one from beginning the process of adjustment.

The rehabilitation teacher can be the motivating force in encouraging the client to resume the normal duties of homemaking. With a few adaptive techniques and a few aids, the client can be nearly as independent as before her blindness.

Since it would be a monumental task for the rehabilitation teacher to make a perfect homemaker out of every client, the rehabilitation teacher strives only to bring the client up to her former level of achievement. The skills of cooking, cleaning, ironing, etc., are not changed -- only the techniques in successfully accomplishing them. The techniques taught must be acceptable not only to the client but to sighted individuals in the family as well. The client must be encouraged to be as independent as common sense will allow. The "wise use" of sighted help can be an asset to the final result; however, it would not deprive the blind person of feeling competent. Sometimes members of the family must be assisted in understanding the purpose and goals of the rehabilitation teaching service.

Aids and devices may be suggested to encourage the client in learning a particular skill. The same aids may be eliminated if they are no longer needed. The homemaker should know that the senses of hearing, smell, touch, timing and a sense of distance will eventually substitute for sight. If there is a reluctance on the part of the client to perform the practice skills while the rehabilitation teacher is present, verbal suggestions and assignments may accomplish the learning process.

In working with a congenitally blind client, the skills taught must be broken down to the most basic movements, explanations of how things work and detailed tactual samples. Questions such as "How does the button stay on the cloth after you sew it on?" or "How does coffee result from percolating clear water and coffee grounds?" may test the ingenuity of any rehabilitation teacher.

To aid the rehabilitation teacher in evaluating the methods that the client may have already mastered, a checklist of homemaking skills could be read to the client. This would point out specifically which areas need the greatest attention.

The points which might be emphasized to the client in presenting the homemaking program are as follows:

- A. Re-establishing the client's former level of functioning
- B. Developing methods acceptable to the client and sighted family members

- C. Encouraging maximum independence in homemaking, with emphasis on wise use of sighted help
- D. Emphasizing the substitution of auditory, tactile, olfactory and muscle memory senses for visual loss
- E. Suggesting the use of aids and devices when necessary to help encourage learning a skill
- F. Imparting of knowledge about resources such as Braille recipes, marking devices, transcribing services, etc.
- G. Counseling the client in proper attitudes toward his blindness

The teaching techniques which follow are an attempt to organize a program of methods which can be used by the client to resume homemaking duties.

II. EVALUATION OF HOME MAKING SKILLS

In order to present to the client a thorough, systematic sequence of lessons, the rehabilitation teacher must have an evaluation of the homemaker's needs, present level of abilities, and interests. One could easily insult the blind homemaker by under-estimating what she has already accomplished through her natural inventiveness. "Hit-and-miss" planning may result if the rehabilitation teacher overlooks the basic skills that were practiced before the loss of sight.

The initial visit can be the opportune time for gathering information necessary for proper planning. When the instructor first enters the home and is building up rapport with the client, many questions may pour forth indicating some of the client's needs. However, in gaining more complete knowledge of the client, another method might be worthwhile -- that of checking off a list of basic skills known to be feasible for the blind. This checklist will have a two-fold benefit. The rehabilitation teacher will have an outline of the desired information, and the client will begin to realize the many tasks that can be performed without sight. Using a checklist of skills will assist the rehabilitation teacher in outlining a more complete lesson-by-lesson plan and will help in estimating the time of closure of the client's case.

The use of the rehabilitation teaching kit on the initial call will suggest to the client various aids and devices that can be used as substitutes for vision. It will also introduce the rehabilitation teaching services to a client who is somewhat hesitant or shy. These teaching aids may encourage conversation on the part of the blind individual.

A visual observation by the counselor, a neighbor, member of the family, etc., might help the rehabilitation teacher's awareness of specific problem areas.

III. THE REHABILITATION TEACHING KIT

The rehabilitation teaching kit which is taken by the instructor on the initial call to the client can be an effective tool in introducing the rehabilitation teaching program. This kit consists of an attache' case or briefcase containing aids and devices helpful to a newly blinded person. The kit is readily available to also serve as a visual display for speeches to interested groups of sighted people. Some of the suggested items included in the kit are as follows: Braille linear measurement device such as a ruler or tape measure, slicing guide,

needle threading devices, bacon frying lid, handwriting guides, check-writing guides, Braille labeling devices, sample articles labeled in Braille, enlarged model of a Braille watch, slate and stylus, Braille and sight-saving cards, Braille timer, and samples of handcrafts done by a blind person, insulin measuring devices, and Braille primer. Depending upon space and the choice of each teacher, some of these articles may be omitted and others added.

A catalog of aids from the American Foundation for the Blind, an application for a talking book and an application for a travel concession could be carried as the agency policy dictates.

IV. TEACHING TECHNIQUES

The following guide for teaching homemaking is an attempt to list problems encountered by blind persons in home maintenance. The suggested solutions to these problems can be used by the rehabilitation teacher to encourage the client to continue certain homemaking skills.

Quite evidently, not all sections will be used for each client. In some cases, the mere suggestion of a particular technique is enough to encourage the blind individual to try a skill independently. For some clients, the rehabilitation teacher may have to actually assist in learning the skill.

V. DUSTING, STRAIGHTENING AND ARRANGING

Characteristic Problem Areas

- A. Leaving dust streaks on surfaces
- B. Injuring legs on protruding corners of furniture
- C. Spilling contents or upsetting tall items
- D. Stumbling over electrical cords
- E. Entangling self in appliances
- F. Losing direction while cleaning
- G. Losing orientation to entrances and furniture
- H. Misplacing cleaning materials
- I. Losing time in straightening and picking up

Although the rehabilitation teacher cannot be an expert on every new cleaning product which appears on the market, she certainly must have some familiarity with the products that will assist the clients in perfecting their techniques.

The problem of dust streaks on furniture can be eliminated by any one of the furniture spray polishes, a lintless cloth, or even a slightly damp cloth for finger smudges on dark surfaces. A glass cleaner can be used for tiled surfaces, pictures, or marble surfaces. Suggest that the client use overlapping circular or overlapping parallel strokes starting from one end or side of a surface and keeping the cloth in constant contact with the surface until that area is clean. Spraying the dust cloth instead of the surface seems to be best for controlling the amount and direction of the furniture spray used.

If articles are to be removed before dusting, the client should follow the surface of the table until the object is touched at the base. Aerial searching causes spilling or breakage.

Furniture arrangement can be planned so that repeated injury may be avoided. For example, coffee tables with sharp corners and hassocks can be placed away from the traveled areas; also rocking chairs with rungs facing the path of travel can be turned so that the flat surface is approached first. Tipable items such as floor lamps, cigarette stands, etc., should be placed next to solid pieces of furniture out of the travel area to avoid accidents.

Another arrangement suggestion is to keep all loose electrical cords placed away from any possible contact. Appliances with protruding handles or cords should be kept away from surface edges to avoid brushing them off when walking past.

Since a blind person uses sensory awareness in orientation within a room, physical landmarks can be specifically placed to help keep directions. For instance, a ticking clock helps identify a particular wall or end of a room or a piece of furniture. The slight humming of an electrical appliance may indicate which direction to find the doorway to the kitchen. A scatter rug may be placed to indicate the sofa, a particular chair, or a table without the person having to grope in locating it. A chest of drawers or table might point out the nearness of the first step of a stairwell. These landmarks will gauge distances and areas when cleaning.

Not all techniques are necessarily exclusive for blind persons. One suggestion useful both to blind and sighted housewives is the wearing of an apron with large pockets while dusting and straightening. The pockets can hold dust rag, polishes, and small articles picked up while cleaning the room. An entire room can be dusted and straightened in this manner without much loss of time or wasted movement.

VI. FLOOR MAINTENANCE

Characteristic Problem Areas

- A. Leaving dust streaks or lint balls
- B. Skipping portions of floor area in dusting, sweeping, vacuuming, scrubbing or waxing
- C. Scattering dirt in all directions while sweeping
- D. Using unsafe measures in plugging in an electrical appliance
- E. Stumbling or running over sweeper cord
- F. Catching small articles in sweeper

Similarities are found in the techniques of floor maintenance and dusting. Spray dust mop preparations will prevent the dust from dropping off the mop or leaving streaks. A nylon dust mop creates static electricity as it is used and thus allows dust particles to cling to it.

Since the blind person cannot detect streaks left on a scrubbed floor, the importance of using a product which does not leave this residue is quite apparent. A soft, absorbent cloth easily picks up loosened dirt, etc.

Many different types of floor waxes are available, each having its own merits for the blind individual. The paste wax is easier to feel when applying than the liquid wax. Since this wax dries more slowly, the client can tell which spots have been waxed and which have not. Care must be taken to thoroughly re-

move this wax since excess layers cause yellowing. The liquid wax has the advantage of spreading more evenly, and the amount can be controlled by pouring it on to the cloth. Some waxes can be poured into rinse water and spread evenly with a mop or by hand.

The activities of dust mopping, sweeping, vacuuming, waxing, and scrubbing have some common techniques. The basic method of sectioning off the floor in halves, quarters, etc., provides a systematic plan for thorough coverage of the entire area. After completing each section, the blind person can keep track of where she is. Mopping, sweeping, and vacuuming could be done back and forth in one direction and then back and forth in the opposite direction, using parallel, overlapping strokes, so that no space is missed. Some clients prefer circular motions in scrubbing and waxing. Either method is successful as long as the strokes overlap.

Some blind persons have complained that their floor feels dirty even after sweeping. Most likely they have tried to sweep the dirt into the center of the floor where there is nothing to prevent it from scattering in different directions. One solution is to sweep the dirt against a flat surface such as a bare wall or a built-in cupboard. The dust pan is placed at the end of the flat surface and the dirt is swept neatly into it.

For those clients who are fearful about plugging in an electrical appliance, certain techniques can be taught. First, the prongs of the plug should be aligned with the slots in the electrical outlet. While holding the plug in one hand, the client should lightly touch the slots of the outlet with the fingers of the other hand. As the hand is withdrawn, the prongs are inserted into the slots. Under no circumstances should the prongs be touched while inserting the plug. After repeated practice, a person may simply be able to touch the edge of the wall plate and thus gauge the distance to the slots.

The rehabilitation teacher could suggest that the client begin vacuuming at one end of the room removing the furniture or sweeping under it. If the wall plug is located in this section, the cord is held in the hand and fed out as needed. If the person starts at the end of the room away from the wall plug, as she walks backwards the excess cord can be gathered up in the hand. While walking backwards, small articles can be felt with the feet and can be picked up before the sweeper has a chance to go over them. Slight contact with the furniture along the edges will orient the person as to where she is while vacuuming the middle of the room.

In all these techniques, the main emphasis should be placed on thoroughness. Much traveled areas can be protected by use of mats, scatter rugs or pieces of linoleum. A thorough tactual inspection will assure the blind person of a job well done.

VII. SPECIAL AREAS FOR PERIODIC CLEANING

Since we accept the premise that blind persons must use their touch to discriminate different objects, textures and shapes, then we also accept that these textures or shapes must be either within reach or have substance to feel. A sighted person is able to stand in one spot and observe what is around him. A blind person must come into tactual contact in order to observe. Household objects

which are out of reach are often forgotten and as such stains and dirt cannot be distinguished by touch. A good rehabilitation teaching technique is to remind the blind person to periodically check such areas.

The following section is devoted to some special areas and their possible solutions. The blind housekeeper can care for all of these areas by the use of imagination and knowledge of how often such places become soiled. The above-mentioned overlapping stroke should be used on all the flat areas mentioned in the following section. The rehabilitation teacher should remind the client to be continuous in cleaning an area until a distinguishing landmark is touched. This landmark will serve as the beginning point for the next section to be cleaned. For example, the landmarks on a bathtub might be the faucet, soap dish, or the tub curves.

Characteristic Problem Areas

- A. Windows and mirrors -- streaks and finger smudges
- B. Toilet bowl and sinks -- stains or spots
- C. Area behind faucets -- splatter marks or water spots
- D. Baseboards, door jambs, woodwork, wall switches -- grease and dust
- E. Upholstered furniture -- soil from body contact
- F. Kitchen chairs, appliances -- food stains or spills
- G. Sink mats and cups -- stains or discoloration
- H. Ceilings and corners -- cobwebs
- I. Silver or silverware -- tarnished
- J. Ovens and refrigerators -- grease

Most important emphasis should be placed on the fact that these particular areas do become soiled and need attention frequently.

Glass spray or foamy glass cleaners are effective for windows or mirrors. The same principle of overlapping strokes starting at one edge and going to the opposite should be employed. A plain detergent solution to wash and a vinegar and water rinse will cut any oily streaks or smudges. Polishing with newspaper provides a lintless drying agent and also seems to shine glass very nicely.

A damp cloth which has been dipped in detergent solution and squeezed out is also excellent for baseboards, door jambs, areas around wall switches, kitchen chairs, cupboards, stove and refrigerator surfaces and splattered areas behind faucets. These areas may not be noticeable by touch, but nevertheless need cleaning.

Kitchen cleansers may be used for more stubborn spots such as sinks, tubs, faucets, stains in cups or other utensils. A chlorine bleach or "dip type" solution is a convenient way to remove stains from cups and utensils. Some grease in ovens can also be removed if it is not baked on.

Regular upholstery cleaners can be purchased, and by following the directions on the package or jar, soiled spots may be removed. Caustic oven cleansers should probably be avoided by the blind homemaker. Avoid painted-on cleansers; they are too easily touched by the hands, causing needless burns. Some spray cleansers which are applied and then left to work on the grease can be used effectively. The spray nozzle should be checked carefully in order that the direction of the spray is accurately gauged. Oven racks can be scoured with soap pads or kitchen cleansers, etc.

Another method for oven cleaning is using $\frac{1}{2}$ cup of household ammonia in a glass baking dish which is then placed in a very warm oven after the oven has been turned off. The evaporating fumes loosen grease or baked-on food in approximately one hour, and the client can then wipe clean with a damp cloth.

To remove cobwebs from ceilings, the more agile persons can wipe the corners with a cloth. An easier method is that of using a broom or mop covered with a cloth. The blind person must begin in one corner of the room and follow the edges around the room by touch.

An all-purpose cleanser would be excellent in eliminating such a variety of bottles, boxes and cans which have to be distinguished by the blind person. Hanging drapes outside on a windy day, frequent changing of doilies and dresser scarves, aerosol spraying of closets and drawers are techniques which add the finishing touches to a well-kept house.

VIII. PHILOSOPHY OF CLOTHES MAINTENANCE

Someone once said that cleanliness is next to Godliness. At any rate, a blind person who is not well groomed, who has dirty, lint-laden clothes or unpolished shoes is more to be pitied than admired no matter how seemingly well-adjusted he may be. In contrast, the well-groomed, well-pressed blind person is admired for maintaining the sparkling image of a capable person.

Good grooming is not the only strong argument for independent maintenance of clothing. The blind person can save money by doing his own cleaning and pressing. Also many people believe that commercial laundering is hard on the clothes. The following problems of clothes maintenance can be solved by a few adaptations and techniques.

Characteristic Problem Areas

- A. Setting dials on washer and dryer
- B. Sorting clothes by textures and colors
- C. Matching pairs of socks
- D. Locating outside clothes lines
- E. Keeping laundry from dragging on the ground
- F. Avoiding the dropping of smaller articles on the ground
- G. Locating hot iron safely on the board.
- H. Ironing smoothly without creases
- I. Testing temperature of iron
- J. Brushing lint off clothes which have a nap
- K. Organizing closets and drawers so that searching endlessly is eliminated
- L. Polishing shoes
- M. Buying clothes
- N. Threading a needle, sewing on buttons and sewing up a hem
- O. Distinguishing colors of buttons and threads
- P. Sewing by machine
- Q. Identifying particular linens
- R. Measuring items around the home

The skills listed above can be accomplished by using several basic techniques. These include methods of marking, methods of organization and systematic placement, and methods of tactual discrimination.

IX. WASHING AND CLEANING OF CLOTHES

Washing clothes can be broken down into several processes. The clothes must be sorted; the machine must be set for water level, temperature and time of cycle; the soap and/or bleach must be measured out; and the clothes must be dried.

Most blind persons remember the types of clothing which the family wears; thus sorting can be accomplished by feeling each article. The shape of the article, the trim, type of sleeve or collar, the texture of the material -- all will remind the blind person of the color in sorting for washing. Separate baskets or boxes are handy to keep stray articles from getting into the wrong pile. Certain articles such as sport shirts may feel similar but differ in color. For sorting purposes the dark shirts can be marked with a small safety pin or an embroidered "X" on an inside hem. Socks should be tied or put inside one another when taken off, and then pinned together to avoid the frustrating job of resorting and matching after they have been washed.

Dials of washing machines differ from one type of machine to another. However, some system for marking the settings can be worked out through suggestions by the rehabilitation teacher. Dials can be filed at proper places so that the fingernail will distinguish each specific setting. Scratches can be made on a plexiglass dial to indicate settings such as cycles or temperatures. A toothpick taped to the dial is another method that can be employed. Counting the number of clicks from "off" position also indicates speed or temperature.

After the clothes are in the washer and the dials are set, soap can be measured out by dipping a cup or similar vessel into the soap container, thus preventing spilling. Solid soaps are, of course, easier to measure, and liquids more difficult.

Those clients who use the conventional washing machine should observe certain special techniques. Water level must be gauged by filling to a predetermined landmark inside the tub. If no rim or other distinguishing mark is present, a scratch can be filed to indicate proper water level.

Caution the client to make certain they are not in contact with any water while plugging in the machine. Tactual inspection of the floor surface as well as plug prongs will avoid a shock.

The client should practice operating a wringer before actually washing and wringing clothes. First approach the wringer by trailing the fingers along the side and then the top of the wringer casing. When the approximate middle of the casing is located, the client can learn by muscle memory to gauge the location of the slot between the rollers. The garment should be grasped by the opposite hand so that an excess can be guided toward the rollers. As this garment is fed through, the hand located on the casing should gently pull it from the back of the wringer.

Because the blind person must handle the garments, the water temperature should be moderately hot rather than boiling. Again, practice should be included in using the emergency release lever by first locating a nearby landmark and then pressing the lever.

The rehabilitation teacher can assist a client in becoming oriented to the clothesline by various landmarks, by using a cane and by gauging distances. Whenever a clothes basket is not being used, it should be set next to the clothesline or a tree or any such landmark by which it can be easily located again.

Hems of sheets or tablecloths should be matched before bringing out the laundry. The sheet is first draped over one arm and the beginning of the doubled hem is located. This edge is pinned on the line and the sheet is fed out while being held taut until the middle of the sheet's width is pinned. The final section is then stretched and pinned. This prevents any ends from dragging on the ground before being hung. Small articles such as socks should be piled together in one spot in the basket so that as other articles are pulled out the small ones do not drop to the ground.

X. IRONING

Perhaps more clients do the washing than attempt ironing. The prospect of reaching for something hot, or of knocking this unstable item down, or of not realizing how wrinkles can be ironed without seeing them is overwhelming at first to the uninitiated. Although these fears are understandable, simple techniques soon allow the client to hesitate no longer. If care is taken to set the iron down on the board with the handle parallel to the edge of the board and the cord extending over the edge of the board, the angle of the iron can be relied upon. As the iron is set in an upright position on the board, it is then pulled backwards until the homemaker's wrist is even with the edge of the ironing board. The iron will always have the same distance from the edge and will always appear at the same angle from the edge. Then the client can reach for the cord each time and travel the hand up to the handle without coming near the hot iron.

Using a cold iron first, the rehabilitation teacher can demonstrate to the client how certain movements of the iron may create creases behind it. Gathered garments must be handled by running the point of the iron into the gathers and lifting the iron off the garment rather than sliding it backwards over the material. The client can be shown how to smooth out the wrinkles with the hand, how to hold tension on the material and how to feel the resulting ironed space. As the iron is moved toward the hand which holds the material, the client will notice increasingly less play in the material in front of the iron. When only a few inches of material can be felt in front of the iron, the client should release the material. This prevents burning the hand. When some hand coordination occurs after practicing for a little time, the heat can be turned on slightly and increased as the client gains confidence.

Temperature of the iron can be estimated in several ways. A spot ironed on the board cover can be touched by the free hand to determine the approximate temperature of the iron. A small scrap of cloth kept on the ironing board can be pressed briefly to test whether the iron will scorch. (Scorching can be noted by smell.) The dial may be marked with filed notches to indicate the various heats for different types of cloth. Since starched articles are more easily scorched, special care must be taken to adjust the iron to the proper temperature. A scrap of material can be included with those items to be starched and then this scrap can be test-ironed before ironing a shirt, blouse, etc. When the blind person accidentally irons a crease, the mistake can be remedied by sponging the area lightly with a damp sponge. Newspaper has proven to be handy in

pressing dark trousers. Pressing a crease between the layers makes a razor-sharp crease. The crease is pressed first by the application of steam, then dry heat.

If the old crease can still be felt in trousers, guaging the top of the crease on each leg is quite simple. However, if the crease cannot be felt, the cuffs can be placed together and one can measure the distance from the top of the trousers to the place where the crease in both trouser legs should begin. This spot can be marked by creasing a small area with a warm iron. Pleats are best pressed if they are pinned or basted in place. Demonstrate to the client how creases may be avoided by always arranging the article of clothing on the board so that small flat areas are exposed. For example, a shirt can be shifted so that the shoulder will lie flat on the board and no danger of puckering will occur. Pants stretchers are an aid to any homemaker and wash and wear clothing will also save some time and energy.

The client should know the various types of materials which need to be ironed. Cotton usually must be sprinkled since there are tiny wrinkles which cannot be felt. Some types of blends can be steam ironed very successfully.

XI. BRUSHING CLOTHES

The materials with nap, especially dark colors, need continual brushing to eliminate clinging lint, etc. Such materials as suede, coarse wools, corduroy, velvet or velveteen, pick up particles of lint or hair, making the clothing appear dirty.

Lint rollers with Scotch tape, stiff brushes or simply airing out are agents to be used in avoiding that "unkempt look". In brushing an article effectively, one must overlap strokes ending each stroke by lifting the brush off the surface or ending when the edge of the surface is reached. This prevents a pile-up of lint where the brush rests. Frequent changing of the tape is necessary when using a lint roller; washing of the brush periodically is important. Some articles can be tumbled in a cool dryer to dislodge some of the surface lint. Such materials as corduroy should not be washed with materials known to shed lint.

XII. STORAGE OF CLOTHES

Considering that much space may be allowed for storage of clothing, accessories, jewelry, medicines and linens, the prospect of a blind person searching for a particular item by touch becomes paramount.

Searching through an entire closet for a certain dress by touch becomes very tedious. Picking through many pieces of jewelry to find a particular set which matches is also frustrating. By using a simple method of organizing items to be stored, one can eliminate this endless searching and can be assured that mates are together for easy identification.

The blind individual may use one or a combination of systems such as placement, construction and size, decorative detail, texture and labeling, in order to choose proper color harmonies. Garments may be separated by color, such as white shirts at one end of the closet and sport shirts at the other end. They may also

be separated by type, such as play clothes at one end and better clothes at the opposite. Shoes can be placed according to color in a shoe rack or shoe boxes labeled alphabetically. Different colors of socks may be distinguished by using safety pins in either the toe, heel or top. A blind person usually can feel the texture of a garment, the size and construction, and by memory, recall color or type. Feeling the buttons or collar, feeling whether a dress is sleeveless or long-sleeved, feeling if it is silky or nubby, will identify the article of clothing.

When the above identifying methods are not clear enough, such as identifying men's ties, a system of marking must be used. Braille tags on clothing or hangers will distinguish one tie from another or a pair of ladies' shorts from another. Small safety pins or embroidered "X"'s, or small buttons located inside a garment can be used as markings for specific colors.

Jewelry sets can be kept together using plastic bags, boxes or envelopes of different sizes or shapes to identify them more easily.

XII. HAND SEWING AND MENDING

The blind persons who have had to send out their clothes for mending, hemming, or replacing buttons soon realize the inconvenience and added expense of doing so. Although the problems incurred in sewing are few, they are discouraging to a blind person who doesn't know the proper techniques and devices.

Characteristic Problem Areas

- A. Threading a needle
- B. Guaging hem stitches
- C. Distinguishing thread colors
- D. Mending a ripped seam
- E. Sewing on buttons
- F. Finding buttons that match

Although more complicated clothes construction can also be accomplished by blind people, these techniques will not be dealt with in this section.

Threading a needle can be accomplished entirely by touch using one of several different devices. The wire threader provides a quick and handy method in which the equipment is not complicated. Automatic needle threaders can be purchased which act fairly well in pushing thread through the eye of a needle. Some care must be taken in choosing the automatic threader since not all models are equally efficient.

Self-threading needles are preferred by some blind people in which no special equipment is required other than the needle. However, extreme pressure or pulling may cause the thread to slip out. The thread should be held tightly between both hands about 2" apart. The self-threading needle is held by the thumb and forefinger of the right hand while the thread is grasped by remaining finger and palm of that hand. The eye of the needle is placed along the taut thread and is rubbed slightly until the thread enters the split at the base of the eye. The process of using a wire needle threader can be divided into several steps:

1. Locating the eye of the needle
2. Inserting the wire loop through the eye of the needle
3. Threading the wire with thread
4. Drawing the wire back through the eye of the needle with the thread attached
5. Disengaging the threader

Each step can be done entirely by touch, but careful explanation by the teacher insures a greater chance for success.

Each end of the needle is rolled between the thumb and forefinger to distinguish the roughened portion which indicates the location of the eye. A right-handed person should hold the needle immediately under the eye with the left hand. In the right hand, hold the threader loop with the thumb and forefinger so that the point of the loop doesn't extend beyond the end of that forefinger. The eye of the needle should be placed near the point of the threader, both resting against the right forefinger. Move the two together until the threader just catches on the edge of the eye. The threader is inserted and pushed completely through the eye of the needle. Thus the needle hangs at the back of the threader.

Thread can be drawn through the wire loop opening in one of several ways.

1. Stretch the thread taut across wire loop opening by holding the end of the thread and left wire of the loop with the left forefinger and thumb; then hold the long end of the thread in the other fingers of the right hand while poking the taut thread through the opening with the right thumb nail. The left hand releases the end of the thread to pull it through the opening of the wire threader.
2. Roll a soft ball on the end of the thread with the thumb and forefinger. The soft ball is then poked through the opening of the wire threader.
3. Insert the head of a straight pin through the opening of the wire loop. Wrap the thread around the head of the pin and draw it back through the opening.

When the thread has been inserted in the loop of the threader, it is doubled an inch from the end of the loop and held together by the fingers of the left hand. The needle is held by this hand also. By pulling on the handle of the threader, the thread is drawn through the eye of the needle until it has passed the doubled portion of the thread.

Threading a needle is of little benefit unless the person knows what color of thread is being used. A few spools of basic colors such as white, black, blue and red could be placed alphabetically, could be of different sizes, could be marked with tape, thumb tacks, etc., for identification. Braille tags can be attached to the spool with wire through the center hole or glued on one end of the spool. Sets of buttons may be similarly marked by threading them on a string or wire and marking with a Braille tag. Showing the client threading devices and different methods of marking is a good teaching technique.

A button which has come off a piece of clothing can be fastened in place with a safety pin until it can be sewn on again. Instruct the client to replace a button first by feeling for the thread which formerly held on that button. Providing there is no thread for a marker, the distance can be measured from the edge

of the cloth to the button position. To locate a hole in the button into which the needle must go, the blind person can cover the other holes with her thumb. Also the client can check where the last stitch was taken by feeling from which hole the thread extends.

If a skirt is to be hemmed up a full hem's width, ironing a crease with the hem folded up provides a natural guage to follow. The old hem is then taken down. The client can cut a surplus of $\frac{1}{2}$ " from the old crease. This provides a natural turn-under for hemming.

Again, providing that the original hem is even, a client can shorten half a hem's width by using the old hem bottom as a guide. Match the old hem bottom to the edge of the hem allowance and either press or place a row of pins along the new hem bottom. Rip out the old hem and with cardboard cut to the width of the hem allowance, place pins on the single layer. The excess is then cut away along the row of pins, the edge is turned under and the hem sewn.

In letting a hem down, the process is reversed except that the hem must be ripped in the beginning. The old hem bottom is again used as a guide, and a cardboard measure guages from the original crease.

A commercial hem guage might also be suggested for marking hems. The "Majestic Sew and Knit Guide" is a 6" ruler with notches every $\frac{1}{2}$ " that are emphasized by a movable slider.

The thread is hidden inside the hem and a small stitch is taken through the outside of the skirt. Use the thumb as a guage for the length of stitches by placing the side of the thumb against the secured thread. One can measure a half-thumb's width or a full-thumb's width for the next stitch. The edge of the cloth is felt by tracing the point of the needle off the doubled cloth until it rests on the single layer.

A rip in a seam can be mended by feeling the crease where the old seam line had been. An overlapping stitch or outline stitch can mend the break. After one running stitch has been made in the crease, the thread is drawn taut so that the blind housewife can determine where to place the needle for the next stitch. By using the taut thread as a landmark, the needle can be inserted back one-half stitch in order to take the next stitch.

One teaching technique is that of having the client sew on thin paper because of the contrast in tactual discrimination between thread and paper. The blind teacher can also check this more easily by running the needle point between stitches.

XIII. PHILOSOPHY OF FOOD PREPARATION

Introduction

Of all the challenges in the field of homemaking, two seem to cause more reluctance on the part of the newly-blinded person. These areas are cooking and ironing. Perhaps the reason is that the addition of heat creates the threat of injury to the client and failures are more likely. A scorched shirt or burned potatoes cause more notice to a family than a streak of dust on the floor.

The rehabilitation teacher can teach basic techniques in order to encourage the blind person to again assume the tasks of food preparation. Personal experiences wisely chosen and applicable to the situation can be valuable aids in teaching.

Characteristic Problem Areas

- A. Locating foods and utensils
- B. Removing plates or cups from cupboard
- C. Losing small articles in drawers
- D. Locating and using sharp utensils without injury
- E. Cutting and slicing foods evenly
- F. Peeling vegetables
- G. Cutting cake, gelatin or pie
- H. Measuring dry and liquid ingredients
- I. Measuring small amounts of liquids or liquids that are hard to feel
- J. Using specific safety measures when working around heat and open flames
- K. Knowing when water boils
- L. Determining water level of cooking food
- M. Draining hot liquids or fat
- N. Returning hot pan to hot burner
- O. Lighting and gauging oven temperature
- P. Removing hot dishes from oven
- Q. Knowing when foods are done or brown
- R. Frying foods
- S. Spreading tablecloth evenly
- T. Serving
- U. Pouring coffee
- V. Pouring cream and seasoning foods at the table
- W. Clearing the table and washing dishes
- X. Having recipes in usable form

XIV. MARKING AND ARRANGEMENT

At the expense of becoming redundant, emphasis should be placed upon marking of equipment and food packages or cans in the kitchen. An individual who has prepared food as a sighted person knows basically what to do, but may not be able to identify the items needed in a particular recipe or dish.

Because labels on canned or packaged food cannot be read, the blind person must recognize each item in one or a combination of several different ways. These are placement, shape and size, texture and labeling.

Canned goods may be placed so that fruits are separate from vegetables, sweet spices separated from meat spices, etc. A plan of alphabetic placement may sometimes be employed if there are only a few containers. For example, asparagus, corn and peas may follow one another on a shelf. The size and shape of the can or package may indicate specific material. A tuna fish can is easily distinguished by shape, just as a soup can is distinguishable by size. A large canister may contain flour, while a smaller one, sugar. A frequently used spice such as pepper can be purchased in a large can, while one used less often may be purchased in a smaller can. An oatmeal box is distinguishable from a powdered sugar

box by shape. Even if the size and shape of two boxes of dry ingredients are similar, feeling the texture of the contents would distinguish cornstarch from brown sugar. Two small cans, one containing tomato paste and the other mushrooms can be identified by shaking them. The difference in consistency and texture can be noted by sound.

One must not discount the senses of smell, taste and touch in distinguishing various types of foodstuffs. In being aware of textures, the client can eliminate the need for some marking. For example, what housewife does not know the difference between powdered and brown sugar by touch alone?

Labeling is necessary when no identifying features are evident. The blind homemaker can learn the Braille alphabet and can prepare Braille labels which can be slipped around canned goods, spices or packaged foods. Plastic household labels, used transcribing belts, Scotch tape, or gummed labels can be used as media for Braille labels. One may also label by tearing the paper label on a can of mushroom soup, for example, to distinguish it from other soups. Rubber bands, string, thumbtacks, ribbon or tape may serve as labeling media for certain items difficult to distinguish in any other way. However, the first suggestions are superior since they can be used again and again.

Samples of each labeling media should be brought by the rehabilitation teacher to enable the client to make up actual labels that can be used. By making these labels under supervision, the client will be encouraged to continue this practice after the rehabilitation teaching service is terminated. Raised letters may also be used to distinguish one package from another.

Two of the most frequent complaints of blind persons who attempt to do cooking in the beginning of their adjustment period is that of being slow and not being able to locate utensils or ingredients. Organization of the kitchen for quick and easy location of all items becomes more important to a blind homemaker.

Various types of dividers for drawers, shelves or cupboards may serve to separate dissimilar items. A utensil board, with hooks on which to hang pans and their respective lids, may be the ultimate in organization. At least, one should have some system of keeping lids in one place and pans in another, each stacked according to size. This will facilitate the finding of a lid to fit a particular pan. Dish racks for storing dishes, and safety hooks for cups allow the person to reach one article at a time without endangering its neighbor. To store small, similar articles, one can use boxes; this prevents such articles from being scattered in drawers.

An important storage technique for a blind person is that of keeping sharp utensils in such position that blades or points are not a hazard. Providing there is room in the drawer, knife blades can be slipped under a silverware tray with only the handles exposed. Other suggestions such as using a knife rack, or placing some material like styrofoam on tips of sharp-pronged utensils can help avoid injuries.

Small hooks are invaluable for hanging individual measuring cups or spoons. Hot pads should be within easy reach such as those with magnets that can be held to the side of a stove or cupboard or those that are clipped to an apron.

XV. CUTTING AND PEELING

The physical laws of cutting or peeling involve certain basic principles -- those of application of the cutting tool to the surface, direction of the cutting tool, pressure by the hand, and gauging the distance and direction throughout the cutting process. With this premise in mind, the question is, how does a blind person determine direction and measure thickness. With adequate techniques and proper equipment, the client need not be fearful of injury or hesitant because of making mistakes.

A good policy is to suggest that the client never cut anything toward the hands or fingers as in slicing meat or bread. A cutting board is excellent to use for slicing and chopping.

Various techniques can be used to cut bread. The client may prefer using a knife with a guide such as the Magna-Wonder Knife. This gauge, when placed against the cut surface of the bread, is kept in constant touch with the bread by the fingers of the opposite hand. The knife is pointed at an angle with tip toward the bottom of the loaf so that the bread slice comes free. Without using any guide, the client can be taught to place the knife on the loaf of bread for the proper thickness. Then gauge the direction of the knife as it goes through the bread by (1) lightly placing the palm of the opposite hand on the top of the knife blade and (2) hanging the fingers over so that they touch the cut surface of the bread. As the knife slices down through the loaf, the thickness of the slice is gauged from these fingers. Cutting or slicing meat can be accomplished by using the methods similar to those of cutting bread.

Cake or gelatin dessert in square pans can be cut in several ways also. The pan itself can be marked with notches evenly spaced on all four edges. The edges of a 9" by 9" pan can be notched every 3" from the corners which will divide the pan into 9 equal squares. To form a cutting guide, the client places a ruler across the pan between corresponding notches. A knife held against this ruler will cut straight across. Thus the contents can be cut into squares neatly and efficiently. The rehabilitation teacher may wish to suggest an alternate method. A piece of paper may be cut to fit the exact inside perimeter of the pan. The paper may then be folded and the creased edge is used as a cutting guide. This process is repeated until the cake is equally divided. A guide for pie cutting may be made by cutting a lightweight aluminum foil piepan into a wedge of the desired size. This guide is placed upside-down over the top of a pie and a knife slices along these straight edges. The paper method will also work as well as the use of a commercial pie guide which is available to the blind.

Pie may be cut without a guide as follows: Place fingers of each hand on the rim of the pan opposite one another. Bring both thumbs together above the pie and lower to the surface. Lightly rest the left thumb at this midpoint and mark the spot with a toothpick placed vertically. With outspread left hand, touch toothpick and rim of pan to form an imaginary cutting line. Cut along this line, rotate pie pan, and repeat.

Slicing eggs is made easier by using the commercial egg slicer. This device consists of a series of wires which are pushed down through the egg.

Since the grapefruit lacks uniformity in growth, the blind person is faced with the problem of cutting it into two equal portions. After the fruit is placed on

its side, the blind person can trace his fingers from the blossom end and the stem end respectively towards the top. This approximates the place where the knife blade should begin cutting. However, since the stem half is usually fuller than the blossom half, advantage should be given to the blossom end.

The peeling of fruits or vegetables is accomplished by using the sense of touch. A potato should be cut in half and the peeling process started at the broadest part; the tip of the knife is free and all of the concentrated effort is nearest the handle of the knife. The client can be taught to hold the knife against the peeling at a slight angle. The thumb of the cutting hand is ahead of the knife blade, and as the skin is cut or peeled, the blade ends up directly under this thumb. Thus, the person can tell if too much of the pulp is being cut away with the peeling. The ridge made by the peeled portion and the unpeeled portion acts as a guide for the next row of peeling. When the potato is rinsed with water, portions of peeling that may be left on may be felt more easily.

To remove the eyes, bruises, or blemishes, etc., from potatoes, begin by using the thumbnail of the left hand as a guide for the knife point. Place the point at the edge of the portion to be removed with the thumb over the area to be removed. By moving the potato in a circle, the knife point will scoop out the undesired spot. The angle of the blade would be about 45 degrees from the surface of the blemish.

Some clients prefer using a vegetable peeler. The blind person can use short strokes and can keep turning the vegetable a little at a time. For example, a carrot is grasped with the hand encircling its middle. The peeler is placed near the hand and a stroke is taken to the end of the carrot. The hand is rotated very slightly so that the next stroke will be adjacent to the first. This continued rotation will clean one-half of the carrot. The carrot is then turned in the hand and the process is repeated. Again the vegetable can be rinsed and felt for remaining peeling. Blanching some fruits in scalding water is another way of removing the peeling, such as with peaches.

XVI. MEASUREMENT OF DRY AND LIQUID INGREDIENTS

The typical problem of measurement presents itself again to the blind person in the area of food preparation. Formerly, the eye could quickly discern the level of dry ingredients in a measuring cup; now touch must be substituted. The glass measuring cup with print marking is no longer useful, but the individual measuring cups and measuring spoons can be suggested to the client. The individual cups or spoons may be distinguished by size comparison. Notches or dots may also identify each graduation. When these individual devices are filled to the top and leveled off, the client can attain an accurate measure for any dry ingredient.

The table or cupboard surface can be covered with paper to catch spills and eliminate added work in cleaning up. The blind person has difficulty in controlling the flow of dry material being poured from a spout or small opening. If such material is stored in wide mouth containers, an individual measuring cup can be dipped into the contents and can be leveled off without excess spilling. Similar methods may be used for spices. In similar manner, spices may be kept in wide mouth spice jars or medicine bottles. Thus the measuring spoon may be dipped into the spice and leveled off.

Liquid oil at room temperature is very difficult to feel while pouring it from a bottle. To control the amount needed, the blind person can transfer the oil to a large mouth jar and dip the required amount rather than pour it. Chilling the oil will make it easier to feel the amount being poured.

Measuring small amounts of liquids such as vanilla becomes a problem also. For such small amounts, dipping is easier than filling the spoon. The measuring spoon can be bent to resemble a ladle. This adapted spoon can then be lowered into the liquid. Another method is that of measuring over a cup which catches the overflow. This excess can be poured back into the bottle with a small funnel.

For larger mounts, most liquid measures can be made by placing the finger just inside the rim of the cup and pouring until the finger feels the liquid.

The use of tables of equivalents can be very time-saving and can entail less work for the client than conventional means. For instance, knowing that one pound of margarine equals two cups, the client can easily use one quarter of a pound of margarine, or one stick, to equal the $\frac{1}{2}$ cup needed. Equivalent tables are available for both dry and liquid weights or volumes. The rehabilitation teacher should be aware of the sources of such tables.

Some people may be interested in knowing of the special measuring devices for the blind such as the teaspoon measure, the shortening measure, etc. These devices should be contained in the rehabilitation teaching kit. Special devices from retail stores such as a scoop for drop cookies can be suggested to those who are interested in uniform amounts.

Coffee making consists mostly of measuring. If the basket for the ground coffee contains raised markings, the client may use this tactual marking very easily. There may also be markings inside the coffee pot indicating how much water to place within for a certain number of cups. These markings can be felt to determine the level of the water or coffee put in the pot.

Another problem encountered by blind people is that of determining the amount of seasoning which comes from different kinds of shakers. One or a combination of any three different methods can be used to identify the salt from the pepper.

1. If shakers are full, the heavier one is salt.
2. The holes of the salt shaker are larger and can be determined by touch.
3. The salt pours rapidly whereas the pepper does not.

Since the amount of seasoning coming from the shakers can no longer be judged by sight, one must use a tactual method. If the blind person holds the opposite hand with palm upwards and fingers separated to allow the salt to run through, then the amount can be better judged. Since pepper is so lightweight and is harder to feel, it should be sprinkled into the palm or measured by spoon. One may also shake the papper a certain number of times and determine the amount by tasting the food.

XVII. COOKING

Awareness of stimuli to the remaining senses constitutes the entire secret of a successful blind homemaker in the art of cooking. Where a person has once used sight to determine browning of meat, now the senses of smell and touch must substitute.

The rehabilitation teacher can teach many points of awareness by having the client put a pan of water on to boil. Show the client how to always approach the stove by holding the arms straight down and slightly extended ahead of the body. Emphasis must be placed on the fact that one should never reach out before positioning oneself properly.

By touching the sides of the stove or a handle or knob, the client will establish a center point for reaching accurately for hot vessels. This will position him correctly to judge distance in reaching for things on the stove. A pan of water is positioned on a cold burner before turning on the flame. In preparation for a time when water must be drained and the pan returned to the hot burner, the following techniques should be introduced.

A fork can be used to measure the distance between the pan and the edge of the burner on all sides. When the pan is returned the fork can again establish this relationship. Thus the pan can be safely centered without burning the hands.

The client must listen as the burner is turned on for the sound of rushing gas and the pop of the igniting flame. The number of clicks can be memorized on an electric stove or the position of buttons in the case of a push button control. Tactual markings, such as those suggested for washing machine settings should be suggested if necessary to indicate (1) burner positions and (2) most frequently used oven temperatures.

Three basic types of dials are found on most electrical appliances as well as oven controls. The rehabilitation teacher can demonstrate these types and their specific markings by wooden or cardboard models. One dial is a round circle with the degrees or other number graduations printed on the movable dial. The beginning point is on the stationary background.

The second dial is that of a movable pointer or indicator which is aligned with numbers printed on the stationary background. The third is a scale printed horizontally or vertically with numbers that are indicated by a movable pointer. A client may mark stationary numbers with scratches, toothpicks or wire under tape, small brass brads, soldered dots or painted dots. If the indicator is broad, the middle of that indicator should be grooved or notched.

Some indicators can be used as the hour hand of a clock. Placing this hand at 6:00 then could indicate 350 degrees to the client who has memorized the position of frequently used temperatures. Similar principles may be used for thermostats, washing machines, electric frying pans, etc.

Care should be taken not to overmark an oven dial.

Teach the client to note the sound of liquid just beginning to boil and the feel of steam on the hand which is placed above the pan. If a tight lid is placed on the pan of hot water, vibrations can be felt by placing a finger lightly on the lid. By experimenting with the different levels of heat, the person can observe whether something is boiling rapidly or just simmering.

The water level in a pan can be determined by moving a spoon rapidly back and forth in the pan, thus feeling the pressure against this spoon.

Until the client memorizes the distance in reaching for various handles of cooking utensils, it is wiser to locate handles and lids with a fork, oven mit, or pot holder. Reaching from above with an oven mit is safer since the pan might be knocked off the burner by reaching from the side. The fork, which is used for stirring or testing food, should be brought against the side of a pan and then traced around the outside until a handle is felt. Then the person can reach out for the handle with the opposite hand. In similar manner, the fork can trace over the top of the pan until the handle of the lid is located. Using a probe such as this rather than a hotpad prevents fire for the unexperienced blind cook.

For beginning students, the process of draining hot vegetables should be accomplished by either pouring them into a collander or using a special pan such as a Lock Lid Saucepan.

After the client has established a sense of distance and confidence in his abilities, these special techniques may not be necessary.

XVIII. FRYING

The frying process is no longer a problem after the client has learned to use all of the remaining senses plus a knowledge of timing.

Remembering the pattern of meat placement in the skillet and the number of portions placed in the skillet makes turning of the meat easier. As the meat is turned, starting from an established point such as the handle, each piece can be recounted and thus none will be forgotten. The client can determine when to turn meat by listening to the sound of the sizzling fat on the underside. When the sound decreases, the meat is browning. This skill is developed through practice and experience. Timing is also important to the blind cook, just as it is to the sighted homemaker. A sense of timing is almost instinctive to the person who has cooked many years using sight. Demonstrate the Braille timer to the client and advise her on the availability of time charts for cooking. The sense of smell may also be helpful as to when to turn meat.

The trick in turning meat over is to lift one edge or side with a fork while allowing the opposite edge to rest on the surface of the pan. In this way, the meat can be eased over with a minimum of splattering and falling in an undesired position. The beginning client should turn off or at least lower the flame while turning over meats.

Many blind persons give up trying to fry eggs because eggs have a tendency to spread and run together. They are also hard to pick up on a spatula. One method for frying several eggs is to use a ring. This may be a commercial egg ring or can be made by cutting the top and bottom out of a tuna fish can, removing the paper label and thoroughly washing the remaining ring. The fat is placed in the skillet, the egg ring is greased thoroughly on the inside and on the bottom edge, and the ring is placed in the hot grease in the skillet. An egg is broken into a cup and then slipped into the ring. The ring is tipped slightly after about 15 seconds so that a portion of raw egg can seep under and set. Then the ring is removed to another spot to receive a second egg. Eggs are turned in the same

sequence as they were placed in the pan. This contains the egg in a concentrated circle, separating it from other eggs. When fried, it is compact and is easily lifted with a spatula or pancake turner by pushing the turner under the egg and against the side of the pan.

Frying bacon presents its own peculiar problems. Bacon can be cut into small portions which are stirred to facilitate even browning. The bacon cooker is a very worthwhile device which can be suggested to the client. This flat metal disc or glass lid is placed inside the skillet on the top of the bacon. As the bacon fries, heat is reflected from the disc, causing both sides of the bacon to fry at the same time; thus the need for turning the bacon is eliminated. The disc can be held in place while the fat is drained from the pan and will keep the bacon warm until it is served.

A large accumulation of fat has a different sound than a very meager amount. When the client has determined that the skillet must be drained of some excess, close attention is given to the angle of the pan as the fat begins to drain. By listening, the blind person can tell if a large amount is being drained or if the pan must be tipped more to get a flow of liquid fat. An estimated time in holding the pan to let the fat drain will give an approximate amount needed for further frying or gravy making. For an exact amount, the fat would have to be dipped by a measuring receptacle.

Care should be taken by the client to fry and cook at moderate heats. The results will be better control over the foods being cooked, avoidance of needless scorching or burning of foods, and less danger of igniting the hot fats with the fire.

XIX. BAKING

Baked dishes, pastries, and cakes can be the gourmet's delight even if prepared by a blind person. For blind persons, baked dishes or desserts require less watching than foods prepared on top of the stove. Timing is very important in determining when foods are done.

The techniques used in baking might be classified under different types of gauging. Gauging heat, distance, when food is done, and gauging margins of safety are applicable in producing the best results.

Determining oven temperatures has already been discussed. Lighting the oven is feared by many blind persons. It is easier for the client to light at the broiler than through the hole in the oven floor. Trying to locate this small hole with a lighted match is dangerous as well as difficult. The client is taught to feel the location of the gas outlet and quickly strike the match to return to this same place. A wooden match is recommended because it is long and rigid and safer to use. The matchstick can probe a surface in order to locate a specific place. The client listens first to the rush of gas and then the pop of the gas igniting.

Advise the client to always pull out the oven rack in placing or removing dishes or pans. If a fork is used to locate the pan in the oven before reaching for it, the person can tell the position of such a pan. Oven mits are excellent to avoid burning any portion of the hand. The process of basting is accomplished more

easily by using a commercial baster. The client can determine the location of juices by the sound of the liquid being drawn into the baster.

When anything is taken out of the oven, a surface should have been cleared previously to receive the hot dish. Doneness of foods may be determined primarily by exact temperature control and timing. Other methods of determination are similar to those used by sighted cooks, such as using a toothpick, tapping breads, sticking a fork in roasts, and using the sense of smell.

Basic techniques of baking will also guide the client in broiling. The two major differences are the timing and necessity of turning the food. The timing is much quicker and the client must be ready to take out the food or turn off the broiler immediately. It is suggested that the rack be pulled out or the pan removed entirely during the process of turning foods.

XX. RECIPES

Providing that the client has had instruction in Braille, the rehabilitation teacher should give the client techniques for writing and filing Braille recipes. By using large index cards with each recipe written in Braille, the client can file them alphabetically, upside down and backwards in the box. Thus the fingers can reach down into the file without removing the card.

Sources of Braille recipe books may be suggested as well as resources of Braille transcription units. The rehabilitation teacher should help the client begin a recipe file box. Recipe cards containing directions for frequently prepared packaged foods encourage greater independence.

XXI. SHOPPING

Three basic means can be employed by a blind housewife in shopping for groceries.

- A. A typewritten or handwritten list can be given to a grocery clerk to be filled.
- B. A Braille or memorized list can be telephoned to a store which delivers.
- C. The blind person can shop with a sighted guide by having the guide pull the cart as the blind person trails by holding the cart handle.

The last suggestion gives the blind person more freedom of choice as to prices, sizes, and new products on the market.

XXII. SAFETY FEATURES

The safety features to be observed might be mentioned as a specific section, or along with each portion of cooking, or both. These might include:

- A. Always throw used matches or cigarettes in a can or sink to insure their being extinguished.
- B. Always carry sharp knives having the tips and blades pointing downwards toward the floor.

- C. Always turn the handles of pans away from the front and any other open edges of the stove.
- D. Always avoid wearing clothes with long draping sleeves when cooking. Also, use caution with bows on aprons, bottom edges of sweaters, and loops on pot holders.
- E. Avoid leaving the gas on while struggling to light the match.
- F. Keep sharp knives out of the dishwasher until reach to wash them; then place at one side of dishpan or sink with the handles toward the body.
- G. Cut foods away from the hands or body.
- H. Keep a lid close at hand while cooking with a quantity of fat.
- I. Keep hands away from any hot liquids being poured or drained off.
- J. Immediately throw away tops of cans upon opening.
- K. Always place tall glass items away from the front edge of cupboards.

XXIII. TABLE SETTING, SERVING AND POURING

Again, measurement or gauging is the major portion of the problem. The blind person can entertain as well as anyone else. The tablecloth must be spread by feeling the bottom of the cloth in relationship to each edge of the table. The crease in the middle of the tablecloth may also be used in relationship to the middle of the table. Dishes and silverware are lined up by feeling the corners and edges of the table. The blind person should be encouraged to use the "extras" such as candles, centerpieces or flower arrangements, even though that person herself cannot see them. For large gatherings, buffet luncheons are excellent. Dishes and silver, and cold foods can be placed before the guests arrive, and the hot dishes at the last minute before serving. The guests then can serve themselves and the hostess can relax. For dinners served at the table, serving family style perhaps is easiest. In this manner, dishes can be passed and each guest can help himself.

During the process of pouring, a sighted person must gauge and adjust the pouring vessel in order to control the direction of the liquid being poured. A blind person must gauge and adjust the pouring vessel first in order to avoid overshooting or overfilling a receptacle.

Pouring can be taught at a sink using several types of pouring vessels and cold water. The client should be told that there are five criteria which determine the flow direction and amount of liquid being poured. Demonstrate that the arc formed by water can be changed by (1) the shape of the pouring spout, (2) the distance above the receiving vessel, (3) the speed at which the vessel is tipped, (4) the time during which the vessel is tipped, and (5) the fullness of the pouring vessel. The client can use a pitcher and change these conditions while pouring water into the opposite hand in order to "feel" the conditions which bring the best results. For instance, the arc of water will change directions when poured first slowly, then gradually faster. Also, a wide pouring vessel such as a frying pan will cause a wide arc at the lip but will cause a narrower arc if held higher from the receiving receptacle.

An empty half-gallon carton filled with water provides a good teaching tool to demonstrate how the client may find the crease or foil in opening the spout and how milk can be more easily or successfully poured into a glass.

Pouring coffee is a matter of using hearing and touch. The coffee cup with saucer is placed near the edge of the table. The hand encircles the outer rim of the coffee cup while the forefinger of that hand is held in to indicate the center of the cup area. The coffee pot is held down below the level of the table so that the spout is nearer the cup. By touching the raised forefinger to the spout, the coffee pot is in position to begin pouring. The hand which has established the center point is then taken away and the client pours the coffee at a moderate speed. By listening, the client can tell how much coffee is being poured. During the process, the client stops pouring and lifts up the cup to determine by weight how much coffee is in the cup. For some coffee pots, the spout may be rested lightly on the edge of the cup.

Cream makes little or no sound as it is poured into coffee. The client should place a finger under the lip of the cream pitcher to feel exactly when it begins to pour, and then by the length of time the pitcher is held at this angle, the amount can be determined. Dipping cream from a pitcher with a clean teaspoon is also another method. A very simple method for measuring cream is to use the commercial dry preparations.

The client should be cautioned that he must keep a sugar bowl close to the cup or dish where sugar is to be added. A slight shake of a full teaspoon will eliminate excess sugar that may spill as the spoon is brought to the cup. The client may use a commercial sugar dispenser by keeping a forefinger inside one edge of the teaspoon and by holding the spoon over coffee cup or bowl. As the sugar is poured with the opposite hand, the forefinger will gauge the amount of sugar in the spoon until desired amount is reached.

XXIV. FINALE

Throughout the teaching process, the client should be encouraged not only to do the basic skills but also to be creative. The person who formerly had sight may have a wealth of background in color, harmony, and arrangement. For gaining a pride in one's surroundings, it is important to create and beautify.

Although the rehabilitation teacher comes in as the expert in techniques for blind persons, the clients should be encouraged to use their own ideas of adaptation. They should also be told that they will make mistakes in the beginning, but that realizing their trainee status, they may learn from these mistakes. Using humor in the teaching relationship helps the clients overcome their feelings of frustration and clumsiness. Each succeeding accomplishment will help to prove to both client and rehabilitation teacher that definite progress is being made toward the eventual goal of independence.

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